Teachers cannot always recognize hidden disabilities. For example, generic healthy environments (Zhang et al., 2020) can impact those students with slight medical handicaps such as dyslexia, migraines, epilepsy, or any visual, attention (ADHD), or motor impairments (Coleman et al., 2015; Khan, 2020).

I can use assistive technologies to help regulate the learner’s sensory discomforts by changing lighting and sound. First, I could use Open Dyslexic, a font for Dyslexic students (Khan, 2020). Assisted AI lighting systems can regulate a room section (Karyono et al., 2020). Another solution is to provide desk lighting, such as a LED or colored lamp, to drown out florescent ones (Zhang et al., 2020). Lastly, voice-assisted mobile devices such as Amazon Alexa help read text, present voice reminders, timers, checklists, alarms, calming background music, help with research, or word games (Terzopoulos & Satratzemi, 2020).

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